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AUTHOR Cowles, Margaret Haining
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ABSTRACT

This annotated bibliography of 23 articles from the ERIC database on publishing student writing is addressed to anyone interested in publishing student writing as part of an instructional approach to teaching writing skills. An overview section includes representative articles, and a section on strategies for publishing follows. The two remaining sections touch on the benefits of publishing student writing and on reflections and advice from teachers and authors. (SR)

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Publishing Student Writing

by Margaret Haining Cowles

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FAST Bib No. 6 RCS

A couple of months ago I was amazed to learn that my eleven year old nephew has authored a science fiction book which has been bound and placed in the school library. A search of the ERIC database reveals the fact that students of all ages – in this country and elsewhere – are now being encouraged to publish their writing. This FAST Bib addresses anyone interested in publishing student writing as part of an instructional approach to teaching writing skills. Current and prospective language arts teachers, parents, and aspiring writers should all find something of interest here.

An overview section of representative articles covers methods for producing anthologies of student writing, sequential stages of composing, advice on using resources such as "Writer's Market," and procedural aspects of classroom publishing – from proofreading to including illustrations and acquiring access to the equipment needed. A section on strategies for publishing follows. These articles include information on a bookmaking party, a turn-of-the-century printing press on which students print their own stories, teaching grammar and mechanics and developing literacy, and involving parents. The two remaining sections touch on the benefits of publishing student writing – including fostering students' audience awareness and increasing their incentives to develop their writing skills – and on reflections and advice from teachers and authors.

Abstracts for some of the articles cited here have been abbreviated to conform to the FAST Bib format. The *ED* numbers for sources included in *Resources in Education* have been included to enable the user to go directly to microfiche collections, order from the ERIC Document Reproductive Service (EDRS), or go to *RIE* for the full abstract on those sources not available through EDRS. The citations to journals are from the *Current Index to Journals in Education*, and these articles can be acquired most economically from library collections or through interlibrary loans. Reprint services are also available from University Microfilms International (UMI) and from the Original Article Tearsheet Service (OATS) of the Institute for Scientific Information.

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An overview

Carroll, Joyce Armstrong. "Publishing: The writer's touchdown," *English Journal*, 72 (4), April 1983, pp. 93-94.

Urges teachers to publish their students' writing.

Greenberg, Harry, and Shapiro, Nancy Larson. "Variations on the culminating event," *Teachers and Writers Magazine*, 19 (2), November-December 1987, pp. 10-11.

Describes methods for producing collections of student writing, including such aspects as anthology book covers, layout, artwork, lettering, print runs, headlines and editorial philosophy. Also provides tips for alternatives to an actual anthology, such as broadsides, poetry postcards, tiny books, videotaped readings, dramatic readings, and poetry calendars.

Guckes, Lucille R. "Creation, composition, publication: Putting it all together," *Journal of Teaching Writing*, 5 (1), Spring 1986, pp. 103-112.

Illustrates sequential stages of composing and discusses appropriate teaching methods for each stage. Suggests an initial prewriting phase, including a stimulating experience, development of awareness, and encouragement of expressive creation. A second, teacher-guided phase includes a cooling off period of analysis, revising, and proofreading. Finally, the 'masterpiece' is published.

Koelling, Robert. "Market analysis: Helping creative writing students publish." Paper presented at the Annual Meeting of the Wyoming Conference on Freshman and Sophomore English, 1983. 16 pp. [ED 234 424]

Writing instructors can assist students who are submitting their work to professional publications by advising them on the best way to use 'Writer's Market' listings. Tips for students fall into five general categories: 1) know the publication; 2) write well; 3) be honest; 4) know the publication's specific needs; and 5) do not be discouraged. Additional magazines useful for market analysis are "The Writer" and "The Writer's Digest."

Shugert, Diane P., Ed. "Writing for real audiences," *Connecticut English Journal*, 14 (2), Spring 1983. 113 pp. [ED 263 605]

The focus of the articles in this journal is helping students write for real audiences. It contains the following articles: "Real Audiences: The Only Kind We Write For" (Margaret Queenan); 'A Literary Magazine for Middle Grades' (Anthony R. Angelo and Marie-Jeanne Laurent); "Rewarding Understanding and Warmth" (Peter M. Ashe); "Journalizing Journalism" (Carol J. Baltzanz); "Biography Partners" (Dorothy Francis and Joan E. Shea); "Emit: A Class Project" (John Azrak); "Using Letter Writing in the Classroom" (Thomas

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Patrick Fitzgerald and Kathleen Witthoft Byrne); "Our Town" (J. P. Rhinesmith); "Student Publishing Opportunities" (Helen Clara Lee); "Interdisciplinary Writing in the Elementary School" (Katherine Jones Loheyde); "Teachers Are Real, Too" (Alan C. Purves); "Generating Excitement through Writing to a Favorite Author" (Anne B. Pfeiffer); "Increasing the Reality of Audiences in Classrooms" (Donald A. McAndrew); "Book Critics Apply Here!" (Barbara Leigh Laurain); "Letters Create Audience Awareness" (Michael J. Melerski); "Peer Conferencing to Teach Audience" (Kathryn Chesley); "Writing a Corporate Style Manual" (Stephen T. Moskey and Mark N. O'Brien); "Lou Grant Died for Our Sins" (James W. Penha); "Writing for Professional Journals: Preservice Training" (Philip M. Anderson); "A Pragmatic Approach to Advanced Composition" (John M. Roderick); "From Martians to Ice Cream: Students' Journal Writing Ideas" (Barbara Leonard Warren); "Organizing and Publishing a High School Literary Magazine" (Leta W. Marks); "Editing Tips for Real Audience Writing" (Ralph L. Corrigan, Jr.); "I Read It in the Local Paper" (Mary Ann Link); "Writing for Peers" (Mary Hills Kuck); and "Audiences for Student Poetry" (Barbara Meyers).

Tally, Susan D., and Naylor, Kathleen. "Living in the mailbox, and other strategies for student writers," *English Journal, 71* (8), December 1982, pp. 36-40.

Presents a guide for the young writer seeking publication.

Wilson, Lorraine. "Classroom publishing," *Primary English Notes (PEN)*, (60), 1986. 5 pp. [ED 280 037]

Treats various aspects of publishing young student-authors' writing, including proofreading, pagination, illustrations, dedication and information about the author, publishing equipment, and postpublishing celebrations. Points out that children should be involved at all stages of publication.

Strategies for grades K-12

Archibald, Georgia, *et al.* Eds. "New routes to writing K-8" [Revised], St. Louis: University of Missouri, 1984. 200 pp. Print copy not available from EDRS. [ED 260 452]

Drawing on the experiences of teachers of writing in elementary through junior high schools, the teaching strategies presented in this collection are grouped into four sections: prewriting, drafting, editing and publishing, and systems. Topics covered in the editing and publishing section include revising, elements of style, beginning writing and sentence lifting, peer proofreading, colorful words, playing with modifiers, teaching grammar and mechanics through writing, publishing books, and young authors programs.

Boloz, Sigmund A., and Loughrin, Patricia L. "Language energized, participation maximized: The growth of a writing project," [1982]. 12 pp. [ED 236 622]

The Ganado Language Arts Development (GLAD) Project is a kindergarten through grade 3 writing program whose goals are to develop each student's literacy, to expand and enrich the pedagogical competencies of each language arts staff member, and to develop and strengthen parental awareness of and support for school programing. To encourage the students to view writing as a meaningful experience, books written by them are regularly published at the district's curriculum center. Teachers foster an environment that encourages composition by withholding extensive criticism, by demonstrating sensitivity to the students' cultural identities, and by implementing frequent and varied writing and publishing experiences.

Drury, Lori, *et al.* "Feature project – a bookmaking party," *Live Wire, 1* (1), August 1984, pp. 10-12. [ED 263 564]

Focuses on a bookmaking party which gives children a format in which they can publish and share their activities in a formal way, provides them with books for recording their writing, and involves students, parents, and the community with children's writing. Describes steps for assembling the materials and organizing the party and instructions for making the books.

Huffman, Suanne. "Publishing coordinator: Not just another fancy title," *English Journal, 75* (8), December 1986, pp. 32-33.

Describes a high school project to encourage creative writing across the curriculum by designating a 'Publications Coordinator,' whose job is to help fledgling writers by keeping track of opportunities available for publication and generally aiding young writers.

Keville, Richard. "Kids find publishing a moving experience," *American School Board Journal, 171* (11), November 1984, p. 39.

A New York State rural school district converted a school bus into a self-contained publishing activities center that helps develop students' reading and writing skills.

Lamb, Jane. "The Greenwood School Press," *Learning, 12* (7), February 1984, pp. 90-92.

A turn-of-the-century printing press motivates elementary students to write. Children write, edit, and print their own stories on the Greenwood School Press. This self-supporting enterprise introduces children to various aspects of writing and producing literature.

Willinsky, John. "To publish and publish and publish," *Language Arts, 62* (6), October 1985, pp. 619-623.

Offers half a dozen methods for 'publishing' or sharing students' written work. These include reader's theatre for students' poetry, medieval manuscript illumination, and computer graphics.

Lessons learned from publishing

Burnham, Christopher C. "Teaching literature though writing: An informal publication project," *Journal of Teaching Writing, 5* (1), Spring 1986, pp. 91-102.

Discusses the values of publishing student writing (among them increased audience awareness); describes one writing project's procedures for formulating topics by daily expressive writing on a literary topic; outlines procedures for evaluating, responding positively to and publishing this daily writing; and enumerates benefits for teacher and student.

Clinton, DeWitt. "Teaching audience." Paper presented at the 36th Annual Meeting of the Conference on College Composition and Communication, 1985. 10 pp. [ED 260 458]

A sense of audience was fostered in college composition students when they were asked to select publications to which their articles could be sent for possible publication. Nearly all of the students identified how much more enjoyable it was to compose an assignment when a particular audience was addressed.

Coffey, Kathy. "Recycled responses: Bringing the editor into the classroom," *English Journal, 76* (3), March 1987, pp. 70-71.

Suggests that modeling of the writing process be carried one step further to the publishing component and recounts some of the benefits to be gained by doing so.

Ehrenberg, Randy Ann. "Clubs in English – publish or perish," *English Journal*, 72 (8), December 1983, pp. 64-65.

Explains how student writing clubs can be used effectively in a middle school English class. Suggests that the required club publications not only provide a strong incentive for students to develop their writing skills, but also encourage student control and decision making, demand student leadership, and elicit parent involvement.

"Second graders answer the question 'why publish?'" *Reading Teacher*, 38 (7), March 1985, pp. 658-662.

Concludes that in classes where their writings are turned into books, even seven year olds gain a sense of audience and begin to write with their readers in mind.

Author/teacher viewpoints

Butler, Syd, and Terpening, Jon. "W. P. Kinsella creates magic and mystery," *Highway One*, 9 (1), Winter 1986, pp. 55-60.

Interviews W. P. Kinsella about his views on a number of subjects, including how he began his career as an author, how he creates his stories, and why students should study modern writing.

Noethe, Sheryl. "My perfect residency," *Teachers and Writers Magazine*, 19 (2), November-December 1987, pp. 8-9.

Describes one poet's experience in a writing residency in a Brooklyn intermediate school. Discusses collaboration with teachers and collecting and publishing an anthology of student poems. Comments on the positive atmosphere and teaching philosophy of this particular school.

Shepherd, Greg. "All publishers are paper tigers or Frank Hardy and Bruce Pascoe give advice to budding short story writers," *English in Australia*, (70), December 1984, pp. 39-41.

Relates Frank Hardy's and Bruce Pascoe's advice to students in a writing class concerning what they believe to be the necessary qualities of a good short story from the editing and publishing standpoint.

Ziegler, Alan. "Editing student work for publication," *Teachers and Writers Magazine*, 17 (4), March-April 1986, p. 14.

Five writers/teachers explain their philosophies about editing student work for publication.

ERIC Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center
2805 East Tenth Street
Bloomington, Indiana 47408
(812) 335-5847

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